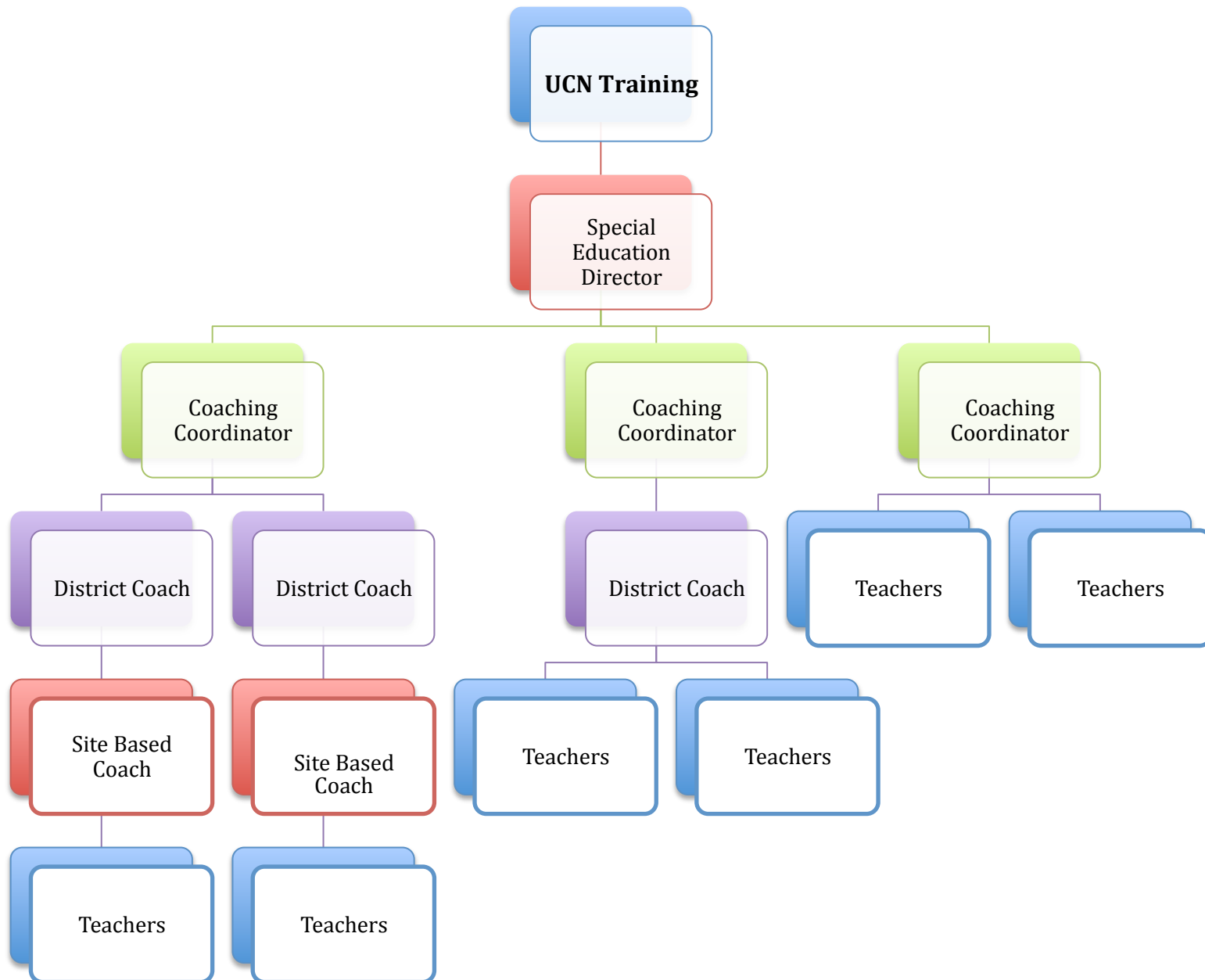


## Coaching Infrastructure - \_\_\_\_\_ District



## **Coaching Interaction-Observation**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Pre-conference/Planning</b>		
	Identify student outcome/lesson objective	Notes
	Identify teacher learning goal/standard	
	Review Data tool used – (related to prior 2 areas)	
	Clarify teaching behaviors	
	Answer questions	
	Ask: Aside from the behaviors on the observation form, what would you like me to focus on during the observation?	
<b>Conduct Observation</b>		
	Gather data using appropriate observation form	Notes
	Calculate data value	
<b>Post Conference - Feedback Session</b>		
	Ask: What patterns do you see in the data?	Notes
	Ask: What do you think the greatest area of need is for you and/or your students?	
	Discuss next steps . . . set goal with teacher	
	Ask: How can I help you with your goal?	
	Set up follow up plan and meeting	
	Next steps for teacher	
	Next steps for coach	

Based on observation & coaching interaction, consider the following  
 Technical Assistance (Consider Big 4)

- |                              |                                          |
|------------------------------|------------------------------------------|
| ___ Opportunities to Respond | ___ Assessment                           |
| ___ Praise Statements        | ___ Content/Curriculum                   |
| ___ Error Correction         | ___ Classroom Management                 |
| ___ Instructional Routines   | ___ Data Management                      |
| ___ Lesson Planning          | ___ Gather and share materials/resources |

“Drawing a teacher’s attention to a problem is your responsibility. How to attend to the problem should be the teacher’s choice” (p. 75). Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) *Coaching Classroom Management*

## **Coaching Interaction – Modeling**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Pre-conference/Planning</b>		
	Plan together the lesson component/activity/strategy that will be modeled	Notes
	Select or develop a checklist or an appropriate observation form with teacher	
	Explain to the students info regarding change in instructor	
<b>Modeling</b>		
	Model lesson component/activity/strategy	Notes
	Teacher marks checklist or collects data on observation form	
<b>Post Modeling – Feedback Session</b>		
	Ask: What went well/didn't go well?	Notes
	Ask: What adjustments need to be made?	
	Plan for teacher to implement the lesson component/activity/strategy.	
	Ask: What can I do to assist you?	
<b>Observation</b>		
	Teacher teaches lesson implementing lesson component/activity/strategy	Notes
	Coach marks checklist or collects data on observation form	
<b>Post Conference – Feedback Session</b>		
	Ask: What went well/didn't go well?	Notes
	Ask: What adjustments need to be made?	
	Discuss next steps . . . set goal with teacher	
	Next steps for teacher	
	Next steps for coach	

“Modeling lessons increased fidelity to research-based teaching practices, bolsters confidence about implementing new practices, and facilitates easier learning of new and unfamiliar techniques” (p. 86). Sprick, R., Knight, J., Reinke, W. & McKale, T. (2006) *Coaching Classroom Management*

## Coaching Interaction - Lesson Planning

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Class: \_\_\_\_\_ Activity: \_\_\_\_\_

Lesson Planning		
	Ask: What is the IEP objective you are working on?	Notes
	Ask: What is the objective of your lesson?  (What do you want your students to be able to do at the end of the lesson?)	
	Guide the teacher in identifying class starter.	
	Guide the teacher in identifying review activities that <ul style="list-style-type: none"><li>• 1) align with the objective, and</li><li>• 2) engage all students</li></ul>	
	Guide the teacher in structuring the presentation of new material ("I do").	
	Guide the teacher in identifying appropriate guided practice activities ("We do").	
	Ask: How will you know your students have sufficient mastery to move to independent practice?	
	Guide the teacher in identifying appropriate independent practice activities ("You do").	
	Ask: How will you know your students have met your lesson objective?	
	Ask: What materials do you need to gather?	
	Ask: Are there any accommodations or modifications that need to be made for particular students?	
	Ask: What can I do to assist you?	

## **Coaching Interaction-Observation**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Pre-conference/Planning</b>		
	Identify student outcome / lesson objective	Notes
	Identify teacher learning goal / standard	
	Review data form being used	
	Answer questions	
	Ask: Aside from the behaviors on the observation form, what would you like me to focus on during the observation?	
<b>Conduct Observation</b>		
	Gather data using appropriate observation form	Notes
	Calculate data value	
<b>Post Conference - Feedback session</b>		
	Ask: What patterns do you see in the data?	Notes
	Ask: What do you think the greatest area of need is for you and/or your students?	
	Discuss next steps . . . set goal with teacher	
	Ask: How can I help you with your goal?	
	Set up follow up plan and meeting	
	Next steps for teacher	
	Next steps for coach	

Based on observation & coaching interaction, consider the following

Technical Assistance (Consider Significant Seven)

\_\_\_ IEP Package (Assessment, Alignment, Implementation)

\_\_\_ Discrete Trial / Naturalistic Learning

\_\_\_ Small Group Direct Instruction

\_\_\_ Sequential Instruction

\_\_\_ Classroom Management and Organization

\_\_\_ Data Driven Decision Making and Problem Solving

\_\_\_ Positive Behavior Support

### **Coaching Interaction – Modeling**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Activity: \_\_\_\_\_

<b>Pre-conference/Planning</b>		
	Plan together the lesson component/activity/strategy that will be modeled	Notes
	Select or develop a checklist or an appropriate observation form with teacher	
	Explain to the students info regarding change in instructor	
<b>Modeling</b>		
	Model lesson component/activity/strategy	Notes
	Teacher marks checklist or collects data on observation form	
<b>Post Modeling – Feedback Session</b>		
	Ask: What went well/didn't go well?	Notes
	Ask: What adjustments need to be made?	
	Plan for teacher to implement the lesson component/activity/strategy.	
	Ask: What can I do to help you?	
<b>Observation</b>		
	Teacher teaches lesson implementing lesson component/activity/strategy	Notes
	Coach marks checklist or collects data on observation form	
<b>Post Conference – Feedback Session</b>		
	Ask: What went well/didn't go well?	Notes
	Ask: What adjustments need to be made?	
	Next steps for teacher	

## **Coaching Interaction - Lesson Planning**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Observer: \_\_\_\_\_ Activity: \_\_\_\_\_

Planning		
	Ask: What is the IEP objective you are working on? (The WHAT)	Notes
	Ask: What is the objective of your lesson?  (What do you want your students to be able to do at the end of the lesson?)	
	Guide the teacher in identifying strategies to engage all students.	
	How does this objective fit into a larger view, independent skills or a broad curriculum with a scope and sequence? (The WHY)	
	Guide the teacher in identifying appropriate guided practice activities. (The HOW)	
	Ask: How will you know your students have sufficient mastery to move to the next step? (The criterion to move ahead or to have the program mastered).	
	Ask: What materials do you need to gather?	
	Ask: Are there any accommodations or modifications that need to be made for particular students, such as assistive technology?	
	Ask: What can I do to assist you?	